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ABSTRACT

At all stages of educational growth the individual must be aided in an understanding of his strengths and weakness, his aptitudes, abilities, interests, and needs as they relate to occupational choice. The project report suggests that certain broad areas of information be made available at three levels in the elementary schools: (1) K-1-2, (2) 4-5, (3) 6-7-8. Administrative responsibilities are outlined, the teacher's function described, and objectives by grade cluster presented. Guides for the grade cluster programs include goals suggested as well as classroom and community oriented activities. A program, Community Classrooms, utilizing the facilities of four local industries, offers a multifaceted field trip program for the elementary grade levels. Specific steps in developing a unit plan are offered. An appendix includes descriptions of field trips, lists of jobs and their applications to a K-12 program, a 6-page bibliography of elementary level career literature, and a 10-page guide to audiovisual aids. (MW)

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**Joliet Public Schools**
*District 86*
JOLIET, ILLINOIS

CE001 541

# PROJECT JOLIET

State of Illinois
BOARD OF VOCATIONAL EDUCATION AND REHABILITATION
DIVISION OF VOCATIONAL AND TECHNICAL EDUCATION
1035 Outer Park Drive
Springfield, Illinois 62706

JOLIET PUBLIC SCHOOLS, DISTRICT NO. 86

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## WHAT WOULD YOU LIKE TO DO?

What kind of work would you like to do
When you're all grown up and not in school?

Would you like to be a doctor who helps make
people well?
Would you like to be a salesman with something
fine to sell?

Would you like to be a pilot flying high up
in the air?
Or a fireman or a policeman helping people
everywhere?

Would you like to teach nice boys and girls to
read and write and spell?
Whatever job you choose to do, work hard and
do it well!

--Gayle L. Kloppenburg

*FORWARD*

*"The greater the pace of change in the world, the more urgent it becomes for us to develop efficiency in the way young people learn. This is true because education is a bridge between man and his work; it is a bridge between the present and the future; it is a bridge between what we are and what we may become -- as individuals, as a nation, as a world."*

*PICKING UP THE OPTIONS*
*Harold Howe II, pg. 89*

*This booklet has been prepared to function as a catalyst for developing a career education program in Joliet schools. By deliberate design and cooperation, business, industry, and schools are partners in preparing learners to live in the unprecedented world of tomorrow.*

*As inferred above, this booklet is only a tentative means to improve existing educational programs. Even as this is printed some of the contents has been, or is being, changed. It is not only essential that change occurs but that direction of change is determined by a consensus of all those that are affected. What is needed is not so much a new curriculum, but new approaches and teaching strategies utilizing existing community resources. Project Joliet's success is dependent on cooperation, sharing, communication (feedback), and genuine interest in students; the decision-makers of tomorrow.*

*Tom Boldrey*
*PROJECT JOLIET, Coordinator*

Central HS

Newer

## Preface

Because of the complex and ever-changing world of work it is necessary that the presentation of occupational information be a continuous process throughout the school life of young people. The type of occupational information varies for most individuals as they progress toward becoming full-fledged members of the labor force. However, we are suggesting that certain board areas of information be made available at three periods in the elementary schools: (1) K-1-2 (2) 4-5 (3) 6-7-8. At each level the student is aided in discovering and measuring his particular aptitudes, abilities, and interests.

Young people at the elementary school level as well as later on in the educational process are seeking answers to a variety of questions necessary for sound career planning. As the job world becomes increasingly more complex and occupational fields more highly specialized, it becomes increasingly more apparent that we direct ourselves to the responsibility of relating the educational process to the world of work. At all stages of educational growth the individual must be aided in an understanding of his strengths and weaknesses, of how to get along with others, of his

aptitudes, abilities, interests, and needs as they relate to occupational choice. In the following pages we have attempted to provide some guide lines to achieve the goals of the program.

# INTRODUCTION

Most theories of vocational choice emphasize that it is a process rather than a single decision and that it begins very early in life. While it is true that young children cannot understand all the effects work may have on their lives there are many facets of it that are meaningful to them.

They can begin to understand that the kind of work one does many times determines a person's place of residence. He is able to understand how work affects are social patterns, how we live, how we dress, and how money earned for services buy services or products which in turn makes jobs for other individuals.

Unrealistic vocational choices are made by young children because of the influence of peers, parents, teachers, tradition and socio-economic backgrounds. Career information programs can be helpful in counteracting all of these influences. Such programs can be instrumental in developing positive attitudes toward unskilled, semi-skilled. and skilled jobs. The role of women in the world of work can be defined and the increasing opportunities for women can be pointed out. Children in the elementary school can be made aware of the fact that the world of work is undergoing constant change and that the

only thing we know for sure is that *we do not know* what it will be like tomorrow. The national and world economy inventions, politics and population growth will cause new jobs to develop and eleminate others.

An elementary program in career information helps to provide the child with accurate information about himself, his aptitudes, attitudes, abilities, interests, and achievements and the world of work. The career program in the elementary school in a means of bringing the home, school. and community together. Any meaningful program in the study of occupational life must involve the community and its leaders.

# ADVISORY COMMITTEE

Vocational education programs must have direct lines of communication with the professional groups, the industrial people, the business complex, the public service organizations, and the community leaders. Educators must work as team members with representatives of these groups if they are going to train a skilled, competent labor force.

If our local program is to be a balanced and functional endeavor it is necessary to formulate guidelines setting forth the organizational and functional operation of an advisory committee. Membership on the committee will be restricted to people outside the education profession who are accepted as successful in their chosen occupational field. The District Advisory personnel will serve as ex-officio of this committee. An attempt will be made to limit the size of the committee to twelve (12) members.

The primary function of the advisory committee will be to advise and counsel the district in implementing the vocational and technical education program. Specifically, we feel the functions to be:

1. Provide communication between the educational system and the community.
2. Review the goals of the vocational program.
3. Assist in the development of a local philosophy for a vocational and technical education program.
4. Provide speakers to schools.
5. Assist in the organization of Junior Career Day.
6. Assist in the continual review of the program.
7. Provide support for local, state, and national legislation for vocational and technical education programs.
8. Assist in long term planning.
9. Provide a continuous appraisal of occupational oppor-

tunities within our community.

10. Assist in research in vocational and technical education programs.

The Board of School Inspectors will give final approval to membership on the advisory committee and the committee functions.

## COORDINATORS

Dr. D'Amico
Mr. Lang
Mr. Broncato
Mr. Boldrey

The coordinators of PROJECT JOLIET stand in an advisory relationship to the school administrators and faculty. They have the primal responsibility for making recommendation of needs and supervising activities in relation to this program. Developing and maintaining working relationships with community agencies, organizations, and staff with the ultimate aim of meeting the objectives of the program are the responsibilities of the coordinating staff.

In order to fully implement the program the coordinators will:

1. *Coordinate activities of staff members contributing to the program.*
2. *Prepare and distribute materials.*
3. *Prepare evaluation materials,*
4. *Provide supervision for special presentations or activities.*
5. *Provide technical leadership.*
6. *Provide in-service training activities.*
7. *Maintain the program within budgetary limits.*

## PRINCIPALS AND COUNSELORS

Principals have always recognized the need for a vocational and technical program for the children in their respective buildings. They are responsible for the facilitation of the total program.

The principal is the person responsible for developing the setting which permits the maximum accomplishments of the students and faculty. He is responsible for the degree of effectiveness of the program even though the actual implementation and accomplishment are left to the teacher.

Upon the Counselor's shoulder falls the responsibility for the technical leadership. The growth of the program will be determined by the imagination and competence of this leadership. Counselors should.

1. *Survey the program already in progress to determine at what point this program may be added.*
2. *Determine what materials are available.*
3. *Help the staff plan activities and projects.*
4. *Plan and implement in-service training programs which focus on the following objectives:*
   a. *review literature on the subject of vocational and technical information.*
   b. *study possibilities and limitations of the individual schools.*
   c. *research successful programs.*
   d. *plan an effective program for schools within the quadrant.*
5. *Provide leadership for the program.*
6. *Be responsible for evaluation of the program.*
7. *Conduct orientation programs for parents.*

8. Assist in group guidance sessions.

   a. provide unit outlines.

   b. secure speakers.

   c. prepare bibliographies.

   d. conduct sessions with faculty.
      (Methods, approaches, techniques.)

## TEACHERS

The teachers are the crux of the entire program. They understand the needs of, and are cognizant of the developmental growth patterns of elementary children. They are able to aid administrators and counselors in providing a program that is meaningful, relevant, and appropriate to the stage of maturation of each child.

Teachers must accept the opportunity to become involved in planning the vocational and technical education program. By doing so they will become acquainted with sources of occupational information and methods of acquainting children with such information.

The functions of the teacher with regard to this program will be:

1. Provide an appropriate classroom atmosphere to bring out the best work pupils are capable of doing.

2. Develop within the child the understanding that his self-concept is closely related to his choice of work--his way of life.

3. Develop wholesome attitudes toward all occupational areas.

4. Provide experiences that will help the child differentiate between fantasy and reality in his occupational choice.

5. Assist children to understand the vocational aspects of all subject areas.

6. Help children understand how to secure occupational information that is accurate and up-to-date.

7. Make children aware of the educational facilities available to provide proper and adequate training for the world of work.

8. Assist children to understand the need for vocational planning.

9. Assist children in learning about job opportunities within our own community.

10. Help the child to equate occupational aspirations to future educational plans.

11. Help children to understand the need to develop standards, values, attitudes and habits appropriate and commensurate to the life activities in which they wish to engage.

## STUDENTS

We are faced today with an increase in occupational specialization. Statistics show us that less than 17% of all jobs are available to the unskilled laborer today, and that by 1975 less than 5% of all jobs will be of the unskilled variety. The problem of inducting young people into the mainstream of American Society is going to become increasingly more complex. Factors pertaining to understanding self and the relationship of self to job choice must be presented to the child at a much earlier age. Occupational choice is an on-going process--not a single event. We must provide experiences that will help children differentiate between fantasy and reality in his job choice. All periods in an individual's life are important when related to his concerns regarding the choosing of his life patterns--his career--his way of life.

It is the aim of this program to help the child:

1. *Learn to differentiate between fantasy and reality in his occupational choice.*

2. *To develop a tolerance toward people of all abilities.*

3. *To develop an intelligent appraisal of strengths and weaknesses (self-concept).*

4. *To develop a belief in the dignity of work.*

5. *To gain an understanding of the world of work--explore a broad range of vacations.*

6. *Learn to make valid and reasonable educational and occupational choices.*

## OBJECTIVES BY GRADE CLUSTERS

Providing an occupational information program which is organized, sequential and leads to continued interest into the secondary level, should be the goal of the elementary school. It is agreed that young people cannot comprehend the total effect work will have on their lives, but it is necessary to broaden their views of the world of work. Our program provides for the involvement of every child in District 86 -- K thru 8th grade.

Certain objectives of the vocational information service receive more emphasis at one grade level than another. We may not all agree on the major areas of emphasis but, in an effect to 'get the show on the road', we'll define them, temporarily, as follows:

### OBJECTIVES OF EARLY ELEMENTARY

1. Develop wholesome attitudes toward all fields of work.

2. Make the child aware of the wide range of occupations available.

   a. occupations of family

   b. occupations of service groups in community

3. Help the child answer questions that he may have about occupations--satisfy the natural curiosity of the child at this age as accurately as possible.

4. Point out the rewards of work. (Home may emphasize wages or salary as the only renumeration to consider.)

   a. use of special abilities

   b. development of other interests

   c. opportunity to be helpful to others

## OBJECTIVES OF UPPER ELEMENTARY

1. Develop an awareness of the fact that workers are found beyond our homes and the service workers that very young children are familiar with in the community. (State, national, international).

2. Develop an understanding of the interdependence of one worker on another.

3. Develop an awareness of the relationship between qualities of self and job choice.

4. Begin an awareness of things to consider in making vocational choices.

   a. nature of the work

   b. training requirements

   c. working conditions

   d. rewards

   e. certification requirements

5. Develop an understanding of the relevance of education (subject areas) to occupations.

6. Develop an understanding of the fact that choosing a career requires careful study.

## OBJECTIVES OF THE JUNIOR HIGH

1. Learn about broad fields of work -- skilled, professions, technical, service, etc.

2. Understand the need to make wise educational choices as plans are made for the high school program.

3. Become aware of the effect of unions and legislation on employment.

4. Become aware of the relationship between unions and management.

5. Learn about specific job employment.

a. part-time jobs

b. jobs available to those who must have school at this time

c. job training programs in high school

6. Become acquainted with all the means for securing job information.

7. Develop an understanding of the fact that vocational planning is actually preparing a 'way of life'.

## GUIDES FOR GRADES KDG.-1ST-2ND

Social living in the kindergarten, first grade and second grade should consistently prevade the entire program. The learning tasks and the achievement goals should be adapted to the individual child's level of achievement. Each kindergarten, first grade, and second grade day should provide many opportunities to practice group living.

Successful social living can motivate the child toward growth in the social, emotional, and intellectual areas. In a learning climate, with an atmosphere of warmth and friendliness, childred learn to accept and get along with others. Understandings of responsibilities, as well as privileges, can be fostered by guidance and well-directed activities.

Working and playing with peers and peer groups will help the self-identification process and should promote adoption of socially acceptable behavior. Group work will vary from teacher directed activities with small or large groups to individual projects.

Teachers should create an enviroment which gives the children many opportunities to experience being a member of a democratic society.

Goals:

1. *To stimulate self-understanding and to aid in understanding the similarities and differences in friends and in all people.*

2. *To develop an understanding of the attitudes and values of others.*

3. *To develop an understanding of values which are basic to our democratic life.*

4. *To promote better communication skills.*

5. *To develop the ability to do critical thinking.*

I. Understandings to be developed

A. Focus on self

1. Relationship to family

2. Relationship to peers

3. Relationship to community

a. postman

b. policeman

c. garbageman

d. milkman

e. utility workers

f. public employees

g. school personnel

h. others

B. Focus on economics

1. Student recognizes that people work and earn a living in different ways.

2. Student recognizes that need for community workers and appreciates their skills, friendli-

ness, and services.

3. Student becomes aware of our mutual dependence upon each other for goods and services.

4. Student understands the medium of exchange with the idea of paying for goods and services.

   a. employs use of mathematical concept

   b. employs use of basic reading skills

5. Student recognizes and appreciates the worth and effort of others.

6. Student learns to respect the rights and property of others.

7. Student learns to actively participate in group decision making.

8. Student acquires the amenities of social behavior.

II. Suggested Activities

A. Trips

1. Neighborhood tours

2. Planned visitation to

   a. fire station

   b. police station (Officer Friendly)

   c. library (Bookmobile)

   d. gas station

   e. neighborhood stores

   f. others

   (Note: An evaluative device might include using Lang. Ex. approach, culminated in class and individual books.)

B. Classroom Activities

1. Role playing
2. Stories (told and read)
3. Bulletin boards
4. Scrapbooks
5. Visits by parents, friends, neighbors
6. Others

## GUIDE FOR GRADES 3RD-4TH-5TH

At the third level a student is more aware of his responsibilities and is familiar with his community and so can begin to make comparisons with other types of communities. The student extends his awareness of the interdependence of all people and discovers how cooperation enables people to meet their basic human needs and results in better services for all.

Emphasis in the fourth grade is on acquainting the children with economic features of our state and the world, comparing industrial relationships and job opportunities in each region and noting similarities and differences in our city and state.

The fifth grade concentrates on the economic influence of early exploration, colonization and industrialization.

Introduction to actual experiences with economic influences, needs and opportunities may be made pertinent by participation in field trips to industrial plants.

Vicarious experiences may be achieved through films, recordings, guest speakers and library materials.

Goals:

1. To develop an understanding that through specialization and trade, people are better able to meet their needs and provide more goods and services for all.

2. To develop an understanding that geographic location influences the economic life of a community.

3. To develop an understanding that officials are selected to make and carry out laws that are applicable to all individuals in their society.

4. To develop an understanding that transportation, communication and education are important factors in the social and economic development of a city, state and country.

5. To develop an understanding that new sources of power and technology open greater opportunities for career choices.

6. To develop an understanding that people have the same basic needs no matter where or how they live. They find different wasy of providing for them.

7. To develop an understanding that every individual has worth and should be respected for whatever he can contribute to society.

8. The development of transportation and communication has freed man from complete dependence on his immediate environment and has led to the interdependence of the regions of the earth.

9. The United States has many resources which have been factors in its growth and development.

I. Understandings to be developed

A. Focus on self

1. Relationship of personality to job choice

2. Relationship to appitudes to job choice.

3. Relationship of academic growth to job choice

4. Relationship of interests to job choice

B. Focus on economics

1. Student recognizes the need for specific education and for training for entry into the world of work.

2. Student becomes aware of mutual dependence upon workers in other regions.

3. Student develops an understanding that we work to supply needs for today and tomorrow.

4. Student develops an understanding that residency depends on career choice.

II. Suggested Activities

A. Trips

1. Banks

2. Weber's Dairy

3. Rainbo Bread

4. Sears & Roebuck, Penny's or Goldblatt's

5. Supermarkets

6. Motels

7. City Hall

8. Mechling Barge Lines

9. Automotive salesroom and shop

10. Transportation

a. van lines

b. trucking

c. bus

11. Brandon Station Locks

12. Other

B. Classroom Activities

1. Bulletin boards
2. Stories (told or read)
3. Dramatization
4. Role playing
5. Group counseling sessions
6. Audio visual aides
7. Guest speakers (parent, community workers)
8. Others

## GUIDE FOR GRADES 6TH-7TH-8TH

At the Junior High level the student will recognize that change is a condition of our society. The rate of change varies with cultures and periods of history and change is not necessarily progress and often is met by resistance. Change has often forced man to acclimate himself to his environment by the creation of technological inventions.

The work of society is carried on by organized groups. Group membership involves opportunities, responsibilities and leadership.

Environment affects man's way of living and man, in turn, modifies his environment. The distribution and use of resources affect where man lives on the earth's surface and to some extent how well he lives. The level of technology affects how he produces, exchanges, transports, and consumes his goods.

Conflicts between peoples and nations have existed for many years and can be expected to continue. Inventions, industrial growth and job opportunities fluctuate in response to the conflict.

The Industrial Revolution has changed the system for pro-

cusing and distributing goods and services. Modern technology creates both opportunities and problems for human society. Economic conditions and systems change.

In the United States the market system for determining what, how, and for whom to produce is based on private ownership of property and individual enterprise.

Goals:

1. *To help the student develop the ability to intelligently appraise his strengths and weakness.*

2. *To help the student analyize and evaluate job trends on both the local and national scene. Emphasis on local.*

3. *To develop an awareness of the relationship between the subject areas and the world of work.*

4. *To acquaint the Junior High School student with problems that arise in working with others, so that he can appreciate more fully his responsibility to his fellow students and to his role in the community.*

5. *To provide an opportunity to develop an understanding of the cooperative relationship and needs of labor and management.*

6. *To provide experiences that will develop an inquisitive attitude in order that each student may realize his highest potential and individual talent.*

7. *To provide experiences that will develop planning and problem solving abilities applicable to daily needs.*

8. *To encourage the development of work habits that will carry over into all phases of his everyday*

*living.*

9. *To encourage critical thinking in all phases of everyday living.*

I. Understandings to be developed

A. Focus on self

1. Increase the student's understanding of his abilities.

2. To assist the Junior High student in formulating realistic ideas about vocational choice.

3. To assist the student to understand that his self-image may determine his vocational choice.

4. To help the student equate his academic and social growth to a vocational choice.

B. Focus on economics

1. Students recognize the need for specific education and training for entry into the world of work.

2. Students will learn that advanced specialized training is the rule rather than the exception in today's rapidly changing technological world of work.

3. Students become aware of mutual dependence of workers in related fields.

4. Students will develop an understanding of the interdependence of workers on the local, state, national, and international levels.

5. Students will be introduced to the broad problems encountered in choosing and getting a job.

a. training programs

b. length of training period

c. working conditions

d. tools needed

e. certification

f. labor and management

g. others

6. Students will be given opportunities to examine the relationship between individuals, labor, management, and legislation.

II. Suggested Activities

A. Trips

1. Caterpillar

2. Schlunlers

3. Uniroyal

4. Ruberoid

5. Station 9 Commonwealth Edison

6. E. J. & E. R. R.

7. Illinois Bell Telephone Company

8. County Offices, City Hall

9. Joliet Herald News

10. Hospitals - St. Joseph, Silver Cross

11. Motels - Holiday Inn

12. Sears & Roebuck, Penny's, etc.

13. Olin Corporation

14. Institutes of higher learning

a.. business

1. beauty or barber

2. secretarial

3. computer

b. professional

1. medicine

2. law

3. education

B. Classroom Activities

1. Bulletin boards

2. Stories

3. Dramatizations

4. Role playing

5. Large and small group counseling sessions

6. Audio Visual aides

7. Guest speakers (community workers and parents)

8. Oral and written reports

9. Research

10. Careers showcase (Junior Career Day)

## SUGGESTED STEPS IN DEVELOPING A UNIT PLAN

I. Selection of a Unit

From group experience, pupil ideas, teacher resource guide, course of study.

II. Preplanning by the Teacher (flexible)

A. Purposes

1. Concepts
2. Attitudes
3. Skills and special abilities
4. Subject-matter outcomes

B. Possible resources

1. Books and references for pupils
2. Books and references for teachers
3. Audio-visual aids available-filmstrips, films, pictures, equipment, etc.
4. Resource person
5. Community

C. Approach--possible motivating devices

1. Discussion
2. Conversation
3. Exhibits
4. Magazines
5. Pictures
6. Stories
7. Newspapers
8. Books
9. Television, radio
10. Films
11. Trips
12. Special needs or experiences of the group

D. Conduct

1. List major problems
2. List major topics around which a unit may be organized

3. List stimulating questions
4. Identify the unit with scope and sequence of total work; relate to what preceded and what will follow
5. Provide for correlation
6. List possible culminating activities

   a) Dramatization of highlights of the unit
   b) Puppet show
   c) Radio broadcast
   d) Open house for parents, exhibits, individual and group reports, bulletin board displays, movies, original plays, murals, etc.
   e) Movies or slides made by the children
   f) Tape recordings

7. Reference to resource units--planned units from which to draw information and helps. See your principal for help.

E. Evaluating

1. In terms of this unit

   a) Observation
   b) Anecdotal records
   c) Rating scales
   d) Sample of work
   e) Planned tests
   f) Group and individual activities
   g) Discussion
   h) Conferences--parent, teacher, child

2. In terms of grade concepts, attitudes, and skills
3. In terms of the entire social studies program. Has this unit built on previous learnings and prepared a foundation for those to follow?

III. Developing the Unit Together

Pupil participation is very important. Group planning may take a different avenue from the preplanning by the teacher.

A. Planning with children

1. Helping children set up their purposes for the unit which are often stated as broad questions to be answered

2. How and where to answer questions

   a) Excursions
   b) Interviews
   c) Audio-Visual materials
   d) Reports
   e) Maps, globes
   f) Movies
   g) Radio
   h) Observation
   i) Encyclopedias
   j) Librarians
   k) Television
   l) Newspapers
   m) Pictures
   n) Stories
   o) Books
   p) Magazines
   q) Bulletins
   r) Factories
   s) Museums
   t) Business firms and manufacturing firms
   u) Transportation terminals

3. Individual and group activities planned with definite responsibilities
4. Plan culminating activity
5. Work period

   a) Research (finding)
   b) Recording information (finding and doing)
   c) Presentation of materials (doing)

6. Evaluation (finding and doing are simultaneous and continuous)

*Teacher*--Keeps in continuous contact with and guides each committee. Frequency of group planning depends upon the children's maturity and skills in self-direction.

*Pupils*---Make charts
Collect pictures
Make visits
Dramatize
See demonstrations
Interpret maps
Perform experiments
Arrange exhibits
Prepare and give oral and written reports

Prepare murals, charts, maps, diagrams, and posters
Take field trips
Write for information
Consult encyclopedias and reference books

B. Evaluating with children (a continuous process)

1. Have we reached our objectives?
2. What have we learned?
3. How can we improve?
4. Objectives evidence--reports, pictures, plays, charts

COMMUNITY CLASSROOM

AT

ILLINOIS BELL

In Cooperation With

Joliet School District 86's

"PROJECT JOLIET"

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JOLIET DISTRICT 86'S VOCATIONAL AND TECHNICAL EDUCATION PROGRAM

"PROJECT JOLIET"

(Job Orientation Linking Industry and Education for Today)

**What:** A pilot program in local junior high schools, supported by the State Board of Education.

**Sponsored by:** Joliet School District 86 and the Education Committee of the Joliet Region Chamber of Commerce.

**Involving:**
1. Local businesses and industries that have been asked to assist with this program.
2. 3600 sixth and seventh graders from Dirksen, Gompers, Hufford and Washington Jr. Highs.

**Purpose:** Reduction of the drop-out rate in the Joliet area. (After their freshman year, 400 students dropped out of school in the area last year.)

**How:** By extending the walls of the classroom into the community for brief learning experiences. Employees of business and industry, acting as teachers, will discuss the educational requirements of their jobs with students. In this way, employees and teachers will be working together to help students.

--Become aware of the importance of basic skills
--Realize the relevance between the education they are now obtaining and future careers
--Develop an awareness of the relationship between qualities of self and future job choices
--Develop an understanding that choosing a career requires careful study

## ILLINOIS BELL'S ROLE

**First Class:** Tuesday, March 23, 1971
9:00a.m. to 11:00a.m.

**Orientation for Employees:**
Wednesday, March 17, 1971
9:00 a.m. - Management guides
10:00 a.m. - Craft teachers
(Conf. Rm. A - 7 E. Clinton)

**Benefits:**
--The employee on-the-job has greater credibility than a teacher when discussing what is necessary to get a good job.
--Gives us a chance to show students a reason for school work.
--Gives business a chance to tell our story.
--Points out that school and training is an on-going process; that it does not end with a diploma.
--Gets us closer to bringing the classroom into the real world.
--Excellent example of cooperation between industry and schools. Educators and industry can work together to train a skilled, competent labor force.
--Job enrichment for craft employees. Instills pride in themselves when discussing their jobs with students.

**Proposed Agenda:** The schools will send a busload of sixty students for each class. Then groups of six will be formed, each accompanied by an adult. A management person from our company will serve as a guide for each group. The bus will deliver students to three locations:

| | |
|---|---|
| Four groups: | 65 W. Webster St.<br>Assemble Conf. Rm. E |
| Three groups: | 262 N. Ottawa St.<br>Assemble 1st floor trng. room |
| Three groups: | 57 W. Jefferson St.<br>Assemble 1st floor - main lobby |

**Welcome:** Ten minute talk to each student group (three leaders)
--What they will see and do
--Rules, regulations and safety precautions
--Introduction of mgmt. guides

Class Sessions:

--Each group will visit four employees in the building to which they are assigned (See Attachment A)

--Talk with craft person el to see how mathematics, language skills, etc. are used on their jobs.

--Discussion of the importance of working effectively with others.

After each group has visited with four employees, they will meet at 65 W. Webster in the second floor lounge for:

1. Discussion of employment routine (Fifteen minutes)
   --Neatness - good grooming
   --Good attendance and promptness
   --Good school record--work up to ability
   --Verbal skills in interview
   --Written skills - tests, application (hand out sample appl.)
   --Hand out booklets; Tips on How To Get A Job

2. Questions and answers (Thirty minutes)

Adjourn

ATTACHMENT A

DIVISION OF TEN GROUPS - SIX STUDENTS EACH

65 W. Webster - 4 groups

| | |
|---|---|
| JIM RIDDER (Plant) | MARY SCHNEPP (Traffic) |
| Computer Operator | Installer Repairman |
| Service Orders Clerk | Service Bureau Clerk |
| Service Bureau Clerk | Computer Operator |
| Installer Repairman | Services Orders Clerk |
| | |
| *DEE HUGHES (PR) | JERRY PICKENS (Comptrollers) |
| Lineman | Key Punch Operator |
| Engineering Clerk | Computer Operator |
| Key Punch Operator | Lineman |
| Computer Operator | Engineering Clerk |

262 N. Ottawa - 3 groups

| | | |
|---|---|---|
| MARILYN SIERACKI (Traffic) | *W. JOHNSON (Plant) | M. SIMPSON (Traffic) |
| Operator | Repair Clerk | Switchman |
| Switchman | Dial. Serv. Clerk | Operator |
| Dial Serv. Clerk | Switchman | Repair Clerk |
| Repair Clerk | Operator | Dial. Serv. Clerk |

57 W. Jefferson - 3 groups

| | | |
|---|---|---|
| GLADYS MOFFETT (Coml.) | BOB WALTERS (Mktg.) | DAN McELROY (Eng.) |
| *RUSS SLINKARD | | |
| | | |
| Coin Collector | Teller | Sales Clerk |
| Teller | Service Rep. | Coin Collector |
| Service Rep. | Sales Clerk | Teller |
| Sales Clerk | Coin Collector | Service Rep. |

*Will give brief welcome to students

ATTACHMENT B

## JOBS TO BE INCLUDED IN PROGRAM

### I. COMMERCIAL

Service Representative - three groups - 15 minutes each

Discusses her part in obtaining service for customer.

Points she could emphasize:
1. Need for accurate oral and written communications between Service rep and: customer, orderwriter, plant department, emphasizing the necessity of working effectively with others.
2. Stress importance of training, both in a classroom situation as well as on-the-job training.
3. Need for math background in order to compute cost of service, to accurately record data, and also to be able to answer customers' questions regarding billing.

Teller - three groups - 15 minutes each

Discusses job duties, shows students records kept when a payment is made.

Points that could be emphasized:
1. Need for neat appearance and courtesy when meeting the public.
2. Need for good verbal and written skills.
3. Need for accurate recording of transactions.
4. Show students time sheets, and how they are filled out. Discuss importance of good attendance.

### II. MARKETING

Sales Clerk - three groups - 15 minutes each

Discuss job duties; show several examples of reports and correspondence.

Points she could emphasize:
1. Need for accuracy in work.
2. Need for good verbal communication skills in dealing with employees and customers.
3. Stress importance of working effectively with others.

Coin Collector - three groups - 15 minutes each

Discuss job responsibilities and explain how you plan your daily schedule.

Points that could be emphasized:
1. Need for accurate recording of collections.
2. Need for plan ahead in order to complete day's schedule.
3. Need for on-the-job training as well as classroom courses.

III. COMPTROLLERS

Computer Operator - 4 groups - 15 minutes each

Show basic functions of a computer and the purpose it serves in the Comptrollers department.

Points she could emphasize:
1. Necessity for reading and correctly interpreting results.
2. Need for on-the-job training.
3. Need for continuous learning computer applications.

Key Punch Operator - 2 groups - 15 minutes each

Discuss IBM cards and demonstrate operation of key punch machine (let students individually view IBM card.)

Points she could emphasize:
1. Need for manual dexterity.
2. Need for reading and accurately transcribing info onto cards.
3. Show students time sheet and explain how it is filled out.

Service Orders Clerk - 2 groups - 15 minutes each

Discuss job duties, stressing the need for good communications between Comptrollers, Commercial, etc.

Points that could be emphasized:
1. Need for accurate oral and written communications.
2. Need for accurate reading and interpretation of service orders.
3. Ability to work effectively with others.

IV. OUTSIDE PLANT

Installer - 2 groups - 15 minutes each

Discuss job duties and explain the necessity of working effectively with others in order to provide good customer service.

Points that could be emphasized:
1. Need for good attendance; if absent, customer's service delayed.
2. Need for reading skills to interpret practices and schematic drawings.
3. Need for learning new practices and procedures, use of new tools; through on-the-job training and classroom situation training.
4. Need for neat appearance, as entering customers' premises.

V. INSIDE PLANT

Switchman - 3 groups - 15 minutes each

Explain briefly how you maintain switching equipment.

Points that could be emphasized:
1. Need for reading and writing skills.
2. Need for on-the-job training as well as classroom situation training.
3. Need for mechanical ability.
4. Need for math, english, science, electricity and electronics background.

Repair Clerk - 3 groups - 15 minutes each

Give brief description of job; show records kept, relating records to phone numbers of individual youngsters. Point out the fact that you talk directly with customers.

Points that could be emphasized:
1. Need for good verbal and listening skills.
2. Need for accurate record-keeping.
3. Discuss attendance. Show students time sheet and explain how it is filled out.

VI. TRAFFIC

Dial Service Clerk - 3 groups - 15 minutes each

Explain and demonstrate how register readings are received on film. Explain forms that are used to record readings. At data phone, demonstrate how tape is made. Send good tape into computer and show computations received.

Points that could be emphasized:
1. Need for math in compiling reports.
2. Need for manual dexterity (typing) in using data phone.
3. Stress importance of accuracy in working with computer. Demonstrate how one wrong character will cause us not to obtain data.

Operator - 3 groups - 15 minutes each (alternated between L.D. & D.A.)

Show basically how to handle calls; discuss purpose of multi-leaf or different types of directories; explain operation of switchboard.

Points that could be emphasized:
1. Need for accuracy in recording information so that accurate billing can be made.
2. Need for spelling, reading, and effectively interpreting multi-leaf.
3. Need for math background to compute LD charges.

4. Stress importance of distinct and accurate oral communications.
5. Stress importance of good attendance; overloading other girls if absent.

VII. ENGINEERING AND CONSTRUCTION

Engineering Clerk - 2 groups - 15 minutes each

Brief description of function of the engineering department.

Points that could be emphasized:
1. Need for accuracy in work, especially with details.
2. Need for oral and written skills.
3. Need to work effectively with others.

Lineman - 2 groups - 15 minutes each

Discuss importance of job in relation to customer obtaining service.

Points that could be emphasized:
1. Need for reading, writing and language skills.
2. Need for training, both on-the-job and in a classroom situation, even for basic classes such as defensive driving and first aid.

VIII. OPERATIONS

Service Bureau Clerk - 2 groups - 15 minutes each

Description of some of the services offered by department and role you play.

Points that could be emphasized:
1. Need for accuracy in preparing work for others.
2. Need for good communication and listening skills as to correctly understand needs of other departments.
3. Need to meet due dates and deadlines - working under pressure.

COMMUNITY CLASSROOM

AT

SAINT JOSEPH HOSPITAL

In Cooperation With

Joliet School District #86

"PROJECT JOLIET"

## AGENDA

1:15 P.M. - Hospital Auditorium - Welcome to Saint Joseph. Divide into 9 groups.

1:30 P.M. - Class Sessions - Visit 3 work stations as assigned.

2:30 P.M. - Re-assemble in Auditorium for final greeting, questions and answers.

3:00 P.M. - Adjourn.

## JOBS TO BE INCLUDED

1. X-RAY TECHNICIAN
   - (a) Demonstration of procedures;
   - (b) Technician tells about requirements for entry into X-ray.
     - (1) Stresses use of mathematics, anatomy, sciences, human relations.

2. MEDICAL TECHNOLOGIST
   - (a) Demonstration of procedures;
   - (b) Education requirements for lab work.
     - (1) Relevance of math, sciences.

3. REGISTERED PHARMACIST
   - (a) Tour of Pharmacy and explanation of the role of registered pharmacists in the hospital;
   - (b) Educational requirements - how high school math, chemistry, sciences and related subjects lay the groundwork for college;
   - (c) How chemistry, math, etc., are applied in the Pharmacy.

4. REGISTERED NURSE
   - (a) Demonstration of what a nurse does;
   - (b) Educational requirements;
   - (c) Application of math, chemistry, psychology to good patient care;
   - (d) Other members of patient care team.

5. LAUNDRY
   - (a) How work flows through the laundry;
   - (b) How high school subjects can help:
     - (1) How simple math is used;
     - (2) How chemistry is used;
     - (3) Need for accuracy.

6. DIETITIAN
   - (a) What a dietitian does in the hospital;
   - (b) Her responsibility in menu planning;
   - (c) Her work in special diets;
   - (d) How high school and college work is applied;
   - (e) Other members of the food service team.

7. ACCOUNTS RECEIVABLE
   (a) How Credit & Collection Department operates;
   (b) How basic high school subjects may be applied;
   (c) Need for good clerical skills, good communication skills.

8. PHYSICAL THERAPY
   (a) Demonstration of Physical Therapy techniques
   (b) Educational requirements;
   (c) How math, anatomy, sciences are applied in daily work;
   (d) Other members of the team.

9. MAINTENANCE AND POWER
   (a) Explanation of Boiler Room equipment;
   (b) How math and sciences are applied in maintenance.

CATERPILLAR TRACTOR COMPANY

GINEERING - 1 man - to participate with four groups - about 15 minutes each

The Engineer (probably a designer) would tell and illustrate how his job relates to the total picture of a saleable product. Points he could emphasize are:

1. The need for accuracy of dimensions.

2. The need of precise oral and written communications among him and Planning and Manufacturing.

3. The need for ongoing education; i.e., new materials, new processes, and new computer applications.

FACTORY ACCOUNTING - three groups - 10-15 minutes each

He would briefly explain what Factory Accounting does - how it has a direct bearing on Inventory and Material Control. How one department depends on another. Points he could emphasize are:

1. The need for accuracy in recording information.

2. He could have the student transcribe a job from a job card, to a work order posting copy.

QUALITY CONTROL (Inspection Plate) - five groups - 15 minutes each

Telling and illustrating some general uses of gages and checking devices used, and point out that - since our parts are to be interchangeable on a worldwide basis - quality standards must be adhered to. It is his primary business to insure that our customer is receiving a quality part. Points he could emphasize would be:

1. A strong Math background is required for the proper operation of this equipment.

2. The need for accurate oral and written communications when a quality problem is cited.

3. The need for ongoing training as these checking devises are constantly being updated and improved.

QUALITY CONTROL (Met Lab) - Physical Tests - four groups - 15 minutes each

We would illustrate and demonstrate the process we go through to ensure that quality materials are being used in our product; points to emphasize are:

. A good Math and Science background required.

2. Written and verbal communications needed to convey the results to other divisions.

3. The need for ongoing education as to new materials, new processes and updating of Lab equipment.

MANUFACTURING (Tool Design) - three groups - 15 minutes each

The Tool Design would tell and illustrate how his job relates to the total picture of a salesable product. Points he could emphasize are:

1. The need for accuracy of dimensions.

2. The need of precise oral and written communications between him and other departments.

MANUFACTURING (Shop Stations)

| | | | | | |
|---|---|---|---|---|---|
| Welder | 4 | groups | - 15 | minutes | each |
| Assembler | 4 | " | - 15 | " | " |
| Machine Operator | 4 | " | - 15 | " | " |
| Machine Operator | 4 | " | - 15 | " | " |
| Burner | 4 | " | - 15 | " | " |

The operators would illustrate the need for education in the areas of Blueprint Reading - the need for understanding of written communications; such as, assembly, test procedures, shop instruction sheets, weld instruction sheets, work orders, time data cards and job cards.

The student can be involved in helping the operators solve a problem in each of these stations, figure a print dimension, compute days' production to that point.

OLIN CHEMICALS

TATION LOCATIONS

1. Warehouse: 1 man to talk with six groups - 10-15 minutes each.

Lift Truck Operator will tell what he does when he receives an order to load a box car, truck, etc. Points of emphasis are:

1. Need to have good oral and written communications between himself, his foreman and Production.
2. Need basic math skills to be able to load or stack a specific number of bags or pallets.
3. Needs to have a basic knowledge of geometry to be able to efficiently stack the warehouse, box cars and trucks.

2. Shop: 2 men to talk with six groups 10 minutes each.

A millwright and a machinist will show and tell what he is required to do when he is given an assignment. Points of emphasis are:

1. Need to have good understanding of oral and written communication in areas of various shop instruction sheets, work orders and job cards, blueprints and general dialogue with employees.
2. Basic math skills in order to set tolerances, height, length, etc.

3. Production: 5 operators to talk with 5 or 6 groups about 10 minutes each.

Show these kids the basic operations and explain what they need to be able to do in order to do their job. Points of emphasis are:

1. Basic understanding of measurement to be able to read charts, tanks, meters, etc.
2. Good oral and written communications between himself, foreman, and other employees.

4. Engineering: 1 draftsman to talk with these kids for 10-15 minutes. To tell and illustrate the need for skills in drawing, cost analysis, basic understanding of a total operation. Points of emphasis are:
   1. Need for good oral and written communications between himself and other departments.
   2. Accuracy in dimensions.
   3. Accuracy in drawing and following instructions precisely.
   4. Basic math, use of a calculator and a slide rule.
5. Laboratory: 1 man to talk with these kids 15 minutes. To run a basic double titration test and to show these kids the different quality control checks and why they are needed. Points of emphasis are:
   1. Basic chemistry skills in order to be able to run tests.
   2. Basic math so that tests can be evaluated on a mathematical or numerical basis.
   3. Use of both a calculator and a slide rule.
   4. Good oral and written communications so that results of tests can be given to other departments.
6. Accounting: 1 girl to talk with these kids about 15 minutes each. To show and tell how she computes the data for each week's payroll. Points of emphasis are:
   1. Knowledge of basic business and accounting practices.
   2. Good oral and written communications among foremen, office personnel, corporate personnel and hourly employees.
   3. Basic math in order to compute payroll accurately including use of a calculator.

TOURS

No. 1 - Al Ballun

1. Warehouse
2. Shop - A
3. STPP - C
4. Dept. 55
5. $ALF_3$
6. Lab
7. Engineering
8. Accounting

No. 2 - Wm. Bucciarelli

1. Shop A
2. Warehouse
3. Dept. 55
4. Meta
5. Fertilizer
6. Accounting
7. Lab
8. Engineering

No. 3 - Joe Heintz

1. STPP - C
2. Shop - B
3. Warehouse
4. Accounting
5. Lab
6. Engineering
7. Fertilizer
8. $ALF_3$

No. 4 - Doug Martin

1. Accounting
2. Lab
3. Engineering
4. Warehouse
5. Shop - B
6. STPP - C
7. Meta
8. Dept. 55

No. 5 - Wally Walczak

1. Lab
2. Engineering
3. Accounting
4. Shop - A
5. Warehouse
6. Meta
7. Dept. 55
8. STPP - C

No. 6 - Gale Lock

1. Engineering
2. Accounting
3. Lab
4. Dept. 55
5. Meta
6. $ALF_3$
7. STPP -C
8. Shop - B

TOURS

No. 1 - Al Ballun

1. Shop - J. Loeffler
2. Warehouse - J. McBride
3. Dept. 55 - A. Keating
4. STPP-C - R. Moll
5. Engineering - L. Taylor
6. HF Lab - L. Zanzola
7. Control Lab - P. Butts

No. 2 - Wm. Bucciarelli

1. STPP-C - R. Moll
2. Shop - J. Loeffler
3. Warehouse - J. McBride
4. Dept. 55 - A. Keating
5. Control Lab - P. Butts
6. Engineering - L. Taylor
7. HF Lab - L. Zanzola

No. 3 - Doug Martin

1. Control Lab - P. Butts
2. HF Lab - L. Zanzola
3. Shop - J. Loeffler
4. Warehouse - J. McBride
5. STPP-C - R. Moll
6. Dept. 55 - A. Keating
7. Engineering - L. Taylor

No. 4 - Wally Walczak

1. HF Lab - L. Zanzola
2. Engineering - L. Taylor
3. Control Lab - P. Butts
4. Shop - J. Loeffler
5. Warehouse - J. McBride
6. STPP-C - R. Moll
7. Dept. 55 - A. Keating

No. 5 - Don McLood

1. Dept. 55 - A. Keating
2. Control Lab - P. Butts
3. HF Lab - L. Zanzola
4. Engineering - L. Taylor
5. Shop - J. Loeffler
6. Warehouse - J. McBride
7. STPP-C - R. Moll

## PROJECT JOLIET: CAREER VOLUNTEER LETTER

Project Joliet (Job Orientation Linking Industry and Education for Today) is the career education program of the Joliet Public Schools, District 86. The goal or aim of the program is to give students a more realistic view of the world of work, of the opportunities available in our community and of the importance of education in our job or work-oriented society. We are also striving to assist the student in the understanding of how his attitudes, aptitudes, and abilities will influence his job choice.

We believe that one very important source of information and assistance could be the parents and friends of our students. Would you as a parent, relative, or friend of our students give us one-half (1/2) hour a year to talk to our children about your work? If you can contribute to the program will you please fill in the bottom portion of this information sheet and return it to:

1. The child who gave it to you

   or

2. Tom Boldrey, Coordinator Project Joliet
   Joliet Public Schools
   420 N. Raynor Avenue
   Joliet, Illinois 60435

Our telephone number is 727-5586 if you desire more information about our program.

NAME:
ADDRESS:
TYPE OF WORK YOU DO:
PLACE OF BUSINESS OR EMPLOYMENT:

ARE YOU WILLING TO TALK TO OUR STUDENTS ABOUT YOUR WORK OR JOB?
YES NO

COULD YOU GIVE US 1/2 HOUR A YEAR OF YOUR TIME TO AID US IN OUR CAREER EDUCATION PROGRAM? YES NO

WHAT TIME OF YEAR CAN YOU PARTICIPATE?

WHAT IS THE BEST TIME OF DAY FOR YOU TO VISIT THE SCHOOL?

WHAT DAY OF THE WEEK IS MOST CONVIENT?

WHAT GRADE LEVEL WOULD YOU PREFER TALKING TO ABOUT YOUR JOB?

HOME TELEPHONE NUMBER:

WOULD YOU PREFER THAT WE CONTACT YOU AT YOUR PLACE OF BUSINESS?
IF SO, WHAT IS YOUR BUSINESS TELEPHONE NUMBER?

## JUNIOR CAREER DAY

In order to impart career information and to emphasize the need for making realistic educational plans beyond the elementary school, all eighth grade students in the Joliet Public Schools will participate in a Junior Career Day Conference. The objectives of such a conference will be:

a. to supply first hand information about occupations found in our community

b. to encourage eighth grade students to think about vocational choices

c. to aid students to select wisely an educational plan beyond the eighth grade

d. to increase interest in school disciplines

e. to serve as an opening wedge for an expanded guidance program

f. to serve as a means of bringing about a closer relationship between the school and the community

g. to emphasize the academic requirements of all fields represented in the conference

h. to point out the changing 'face' of the world of work

The pattern to be used will be as follows:

a. Program will be held as soon after February 1 as possible

b. There will be student participation in:

1. selection of careers to be investigated

2. all planning stages

a. scheduling

b. physical accommodations

c. evaluation

c. Each school will provide for a general session with a speaker to talk about the world of work and the relevance of education

d. Each student will have an opportunity to attend three or four special interest areas

e. A luncheon will follow each conference to provide an opportunity for conference speakers and school staff to evaluate the activity.

f. Preparation for this activity will be the joint responsibility of counselors and teachers.

Concepts to be developed:

1. General view of occupational world

2. Study of world of work as it relates to subject fields

3. Study of self and relation to world of work

4. World of Work

   (a) how to get a job

   (b) how to keep a job

   (c) rewards of work

   (d) training necessary for entry into world of work

   (e) supply and demand dictates job availability

   (f) personal qualifications

   (g) training while on job

   (h) sources of information about jobs

   (i) others

OWEN STORM
R.R. #2
JOLIET 60431
TELEPHONE: 485-8501

Farm is on Route 6, east of Joliet. He has a swine operation where he only farrows pigs. He doesn't finish them for market. They go to another farm.

HARVEY LEWIS
R.R. #3
JOLIET 60431
TELEPHONE: 462-5362

He has a beef operation of feeding cattle - Route 6 at Interstate 55.

J. GEORGE SMITH
R.R. #1
OSWEGO 60543
TELEPHONE:

He has a dairy operation - Route 30 northwest of Plainfield.

MATT HOMERDING
FRANKFORT 60423
TELEPHONE: 469-5218

He has a dairy farm - Center Road, south of Frankfort.

ROBERT NOEL
R.R. #1
ELWOOD 60421
TELEPHONE: 423-5377

Has sheep - south Chicago Road and Monee-Manhattan Blacktop. He works. His Dad is a widower and enjoys youngsters and is an Indian Arrow Head rock collector.

ROBERT REITER
R.R. #1
NEW LENOX 60451
TELEPHONE: 485-8032

Has a hog operation - Laraway Road, southwest of New Lenox.

MUNROE'S HOME JUICE EGG FARMS, INC.
PLAINFIELD 60544
TELEPHONE: 436-6726

Has 140,000 laying hens - On Caton Farm Road, west of Rte 59, south of Plainfield.

FRANK KOREN
RTE 52
MANHATTAN 60442
TELEPHONE: 478-3215

Has a beef operation. He is on the market every Wednesday and is in at noon to get the radio markets.

1971-72

PROJECT: JOLIET*

NAME OF SCHOOL _____

NAME OF TEACHER _____

NO. OF STUDENTS INVOLVED _____

GRADE LEVEL _____

TRIP TO _____

PARENT PERMISSION SLIPS _____

DATE OF TRIP (1) _____
(2) _____
(3) _____

DEPARTURE TIME _____

RETURN TIME _____

NO. OF BUSES REQUIRED _____

CHAPERONES _____

_____

_____

COST: SPEAKER _____

BUS _____

OTHER _____

Rationale and preparation for trip and/or guest speakers. (Short paragraph)

Materials used:

Activities carried out in classroom prior to trip:

_____
Principal's Approval

_____
Vocational Coordinator's Approval

COPIES: 3 to Vocational Coordinator, Learning Resource Center

* Job Orientation Linking Industry and Education for Today

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Sextant Systems, Inc.

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McGraw-Hill Book Company

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EVERYONE HAS IMPORTANT JOBS TO DO by Shirley, Roy
& Robert Chilton
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